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ally: "ciron" p. 84, note 5, should have been given in the vocabulary as "mite" and the note omitted. It may also be said, referring to this note, that the fact that Pascal was so "unscientific" would have been a good reason for omitting this selection. "Combat singulier" p. 108, n. 15, means "duel." A "single fight" means either "one fight" or a fight in which only one person takes a part, which is nonsense. In p. 115, note 13, it would have been more useful to tell us the *value* of the coin than to tell us its *size*. P. 128, note 9 does not mean "could not answer," but "took care not to answer." P. 130, note 32 gives us a curious translation, and one which, moreover, is not correct. The meaning is "don't meddle with things that don't concern you," but here, too, a literal translation would have been useful. "Porte bâtarde," p. 139, note 47, can not possibly mean "house door," since we are told just below that on passing this "porte" one found oneself in "un vaste jardin." The particular "porte" in question was evidently neither an ordinary small gate, nor a carriage gate, as might have been expected in a wall of this kind. P. 169, note 64 might have been more literally translated and then, too, spurs do not usually have "hilts." "Pêcher en eau trouble" p. 170, note 81, means according to Littré "faire des affaires peu honorables." "Brigadiers" p. 178, note 136, does not mean "corporals of cavalry," but "commanders of squads of gendarmes." "Correspondant" p. 180, note 154, is also incorrect, as the context will show. It might be translated "substitute." What the father evidently wanted was that Christodule should act *in loco parentis*, and look after the interests of his daughter.

The reason for dividing the book into four parts is not apparent, since there is no difference between parts ii and iii, either in the character, or the difficulty of the selections. Indeed, numbers iv and ix of part ii are, perhaps, the most difficult in the book.

Since the editor has given us one hundred and eighty-three pages of prose, and only five short poems, the inference is that he regards French poetry as of little consequence in elementary instruction, which many teachers would not admit.

Misprints are few, only the following having been noticed: p. 17, l. 18, for *époque* read *époque*; p. 21, l. 2, for *réservés* read *réservés*; p. 96, l. 24, for *e les* read *elles*; p. 141, l. 17, note 1 should be 61; p. 148, l. 3, there should be no period after "Mme."

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### FRENCH GRAMMAR.

*A French Grammar for Schools and Colleges, together with a Brief Reader and English Exercises*, by H. W. FRASER and J. SQUAIR. Boston: D. C. Heath & Co., 1901. 12mo, iv + 551 pp.

THE authors of this grammar have brought to their work the critical judgment that comes from experience in the class-room, to which is added accurate observation of the needs of the student, and the conception of a correct and economical employment of time and effort on the part of both teacher and student. The list of French grammars is already long, and many of them are excellent, but the grammar under consideration contains many points of superiority which should recommend it to teachers of French in colleges and high schools.

The arrangement is as follows: Pp. 1-12 contain a treatment of French sounds. A feature which is welcome is the use of phonetic characters. The authors have wisely adopted an easy system of symbols already largely used, that of the "Association Phonétique Internationale," instead of giving us another independent system to add to the large stock already on hand. The use of the phonetic symbols is extended to the vocabularies which illustrate the lessons, and to the general vocabulary at the end of the volume. This will make the student more confident in his oral recitation, and will materially aid the work of the teacher, besides saving time eventually. The student is cautioned against the misconception that French and English sounds of similar nature are identical. This is only a hint, of course, but a necessary one too often omitted.

Part i, pp. 13-128, contains the essentials of French grammar presented in progressive and

logical order, including the most necessary simpler rules of syntax. A sensible feature is the presentation of the verbs of the regular conjugations by tenses, a clear and economical procedure. The regular verbs are taken up early and developed gradually in connection with the other parts of speech. Careful distinction is made between the use of the imperfect, the past definite, and the past indefinite; the last tense is used exclusively up to p. 106 to express past time, at which point it should become well established in the student's mind, and a confusion of this tense with others should be avoided.

Part ii is, as stated in the Preface, "a systematic grammar of modern French for later study and general reference," in which the arrangement is conventional, except that the verb is treated first. Here the verbal forms which have been scattered through Part i, are collected into a table of the three conjugations followed by the irregular verbs. Each irregular verb is followed by a list of verbs similarly conjugated. There is an alphabetical list of all irregular verbs.

The treatment given to prepositions is especially full, and will be found helpful to the student. The lists of prepositions used between verb and infinitive (pp. 199-209), between verb and object (pp. 217-219), and between adjective and object (pp. 260-262) are particularly valuable, and are more complete than in any French grammar heretofore published in English.

Of the five hundred and fifty-one pages, about one hundred and forty-five are given to exercises, ninety-one to a vocabulary and a word and subject index, and the rest to grammatical matter and a reader.

The exercises deserve especial commendation. The plan in Part i is to furnish abundant material for written and oral practice. The sentences are perfectly sensible, and illustrate the grammatical principles without sacrificing naturalness. In addition to the French models and the English sentences, a certain portion of each exercise is designed for oral practice. In this the question form is used. From exercise thirty onward, the narrative style is introduced, and a portion of the English sentences are built upon the narrative. Illustrative sentences (pp.

337-382) are also provided for Part ii. Composition exercises based upon the French Reader occupy pages 439-460. Proper attention is given to connected sentences at an early period, thus affording more naturalness and flexibility than would otherwise be the case. The exercises are so full and varied that this part of the work can be easily restricted or extended at all stages to suit the particular requirements of the course or the class.

The Reader contains easy selections from well-known authors of the last three centuries.

Economy is a feature of the work. In Part i the possessive adjectives and articles are treated together, the plural formation of nouns, adjectives, and possessive adjectives are considered simultaneously, and the verbs are presented by tenses.

The tenses that offer no difficulty are treated briefly, while those that are not so easily handled are given more extended consideration, and are not hurried.

This work is based on sound pedagogical principles, is complete and well arranged, is well adapted for use in a short or extended course in secondary school or college; it amply provides for the needs of the class-room and for private reference, gives in Part i only what is necessary to start the beginner safely, and in Part ii presents a full and satisfactory reference grammar. It is clear, progressive, concise, and interesting throughout; it is planned with experience behind it, and with the prospect of good results before it.

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### SPANISH LITERATURE.

*Crónica Troyana*, códice gallego del Siglo xiv de la Biblioteca Nacional de Madrid, con apuntes gramaticales y vocabulario por D. MANUEL R. RODRIGUEZ. Publícalo ANDRÉZ MARTÍNEZ SALAZAR. La Coruña, 1900. 2 vols. fol. with facsimile.

*Estoria Troyã* acabada era de mill et quatroçentos et onze annos (1373). Extraits du MS. de la Bibliothèqu de Madrid I-i-67. Publiés par J. CORNU, Professeur de philologie romane à l'Université allemande de Prague. 8vo, pp. 34 (Extr. *Miscellanea Ascoli*, 1901).

It is certainly not a little strange that, after